



**St Hugh's School**

Accessibility Plan

## **St Hugh's School Accessibility Plan**

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## Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Act replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of gender, race, disability religion or belief and sexual orientation”. According to the equality act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At St Hugh’s School we are committed to working together to provide an inspirational and exciting learning environment where all young people can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the schools website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St Hugh’s School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotion and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The St Hugh’s School’s Accessibility Plan shows how access is to be maintained for disabled students, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan contains relevant and timely actions :-

- For access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that students with a disability are equally, prepared for life as are the able-bodied students.

- To improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aide to access education within a reasonable timeframe;
- To improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made in available various preferred formats within a reasonable timeframe.

5) The St Hugh's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies,

- Behaviour Management Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health and Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- CPD policy

8) The Accessibility Plan for physical accessibility relates to ongoing audits in school ensuring all students have full access to all school learning environments.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Policy and Standards Committee.

11) The school will work in partnership with the local Authority in developing and implementing this accessibility plan

12) The Accessibility Plan may be monitored by Ofsted during inspection in relation to schedule 10 of the Equality Act 2010.

### **Aims and objectives**

Our aims are to:

- Increase access to the curriculum for all students
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students/ use of ACC

Our objectives are detailed in the Action Plan attached.

### **Current good practice**

All needs of each individual student are thoroughly understood by a comprehensive individual package which includes a range of professionals.

#### **Physical Environment**

All students have access to all areas of the school.

#### **Curriculum**

All students access a broad and balanced curriculum adapted to their individual needs

#### **Information**

Different forms of communication are made available to enable all students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

### **Access Audit**

The school is a single storey building with wide corridors and several access points from outside. All doors are securely fastened on a fob system as are the external gates.

On-site car parking for staff and visitors includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the front of school, one next to the P.E changing area and outside rooms 1 and 2. All these are fitted with a handrail and pull emergency cord.

The school has internal emergency signage and escape routes which are clearly marked, this includes allocated refuge areas for all, identified on the yard/ball court area.

### **Management, coordination implementation**

- We will consult with experts when new situations regarding students with disabilities are experienced.

- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

**Aim 1 To increase the extent to which disabled students can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To liaise with providers to review potential intake for each academic year.	To identify students who may need additional to or different from provisions for September intake.	Annually February - July	HT/SLT	Access/equipment purchased for the academic term commencing.
	To continue to review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with Equality act 2010.	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	Ongoing throughout the year	HT All subject leaders	Clear collaborative working approach.
	To establish close liaison with outside agencies for students with ongoing health need E.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between al key personnel termly meeting with commissioners.	Ongoing throughout the year	HT Outside agencies Health Colleagues	Clear collaborative working approach.
	To ensure full access to the curriculum for all.	Maintain specialist equipment to a high standard.	Ongoing throughout the year	Whole School	Advice taken and strategies evident in.

		<ul style="list-style-type: none"> <li>• An adapted curriculum</li> <li>• The use of Personalised learning outcomes to assist in developing learning opportunities for students to assess progress in different subjects.</li> <li>• A range of support staff including trained teaching assistants.</li> <li>• Multimedia activities to support most curriculum areas. Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy including specialist seating and small scale equipment</li> </ul>		Whole school	Classroom practice.
<b>MEDIUM TERM</b>	Task/Targets	Strategies	Timescales	Responsibilities	Success Criteria
	To review attainment termly.	Class teacher meetings/Student progress – subject leader monitoring  Scrutiny of assessment system  Regular liaison with parents and termly report sent home	Termly	Class teachers	Progress made towards St Hughs Rationale with regard to the curriculum plan being followed.
	To monitor attainment of more able students.	Ensure universal and targeted approaches maximise educational outcomes	Ongoing Annually	Deputy Head Teacher	Achieving above expected progress as identified by St Hugh's Rationale.



	To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> <li>• Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</li> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• ICT devices</li> <li>• Specialist training for relevant staff</li> <li>• Creating positive images of disability with the school so that students grow into adults who have an understanding of the needs of all our students</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the delivery of learning.</p> <p>Ensuring that the needs of all disabled students, parents and staff are represented within the school.</p>
<b>LONG TERM</b>	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum coordinators  Governors	All students making expected progress at least.
	To deliver findings to the Governing Body within sub committee	Policy and standards committee reported to.	SLT/Governors	SLT/Governors	Governors fully informed about provision and progress.

**Aim 2 : to improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment.	The school will take account the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible
	Ensure visually stimulating environment for all.	Colourful, lively displays in classrooms. age appropriate.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a physical disability are able to be involved.	<ul style="list-style-type: none"> <li>• Comprehensive moving and handling plans.</li> <li>• Appropriate equipment sourced.</li> <li>• Range of positioning opportunities offered.</li> </ul>	Ongoing with constant review.	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all students are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs establish individual protocols where needed.	Ongoing with constant review.	Head teacher Health professionals Occupational Health Complex medical leader	

<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with schools in North Lincolnshire and wider community	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of North Lincolnshire and their needs.  Improved community.
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing	Whole School approach.	Inclusive student-friendly play areas
	To ensure driveaway, roads, paths are as safe as possible.	Communication with parents via safety messages/letters/liaison with transport.	Ongoing	SLT	No accidents

**Aim 3: to improve the delivery of information to disabled students and parents.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Parent with hearing impairment	Regular communication with parents  Signer provided for parents' evening/annual reviews/EHCP's	Ongoing	Class teacher SLT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum.	Regular parental communication individualised multi-sensory teaching used for ASD children	Ongoing	All staff aware.	ASD children able to access curriculum.
	To enable improved access to written information for students, parents and visitors	<ul style="list-style-type: none"> <li>• Use of symbol software to support learners with reading difficulties.</li> <li>• Raising awareness of font size and page layouts will support students with visual impairments.</li> <li>• Auditing signage around the school to ensure that is accessible to all is valuable exercise.</li> <li>• Continuation of communication Chartermark accreditation.</li> <li>• AAC systems and procedures.</li> </ul>			

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To review children's records ensuring schools awareness of individual needs.	Information collected about all students <ul style="list-style-type: none"> <li>• PHP's/ Therapy plans.</li> <li>• Records passed up to each class teacher.</li> <li>• End of year class teachers meetings.</li> <li>• Moving and handling plans.</li> </ul>	Annually	Class teachers SNAs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes.
		<ul style="list-style-type: none"> <li>• Annual Reviews.</li> <li>• PAP meetings.</li> <li>• Medical forms updated annually for all children.</li> <li>• Personal health plans</li> <li>• Significant health problems- children's photos /info kept on electronic SIMS system.</li> </ul>			
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	In school record system to be reviewed and improved where necessary. (Records on Sims/network/protected).	Record keeping system to be reviewed.	Continual review and improvement.	SLT Business manager Data officer	Effective communication of information about disabilities throughout school

**Reviewed Autumn 2021**

**Next review date Autumn 2024**